

## **Analysis of Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Duties Related to Supervising Teachers**

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The purpose of the research is to determine the perceptions of middle school teachers about the degree at which middle school principals perform their duties related to supervising teachers. In this descriptive research, a general scanning model is used. The population of the research includes 5346 teachers who work in the middle schools of Mersin Province and who are in the status of civil servant. In this research, the sample is determined by means of simple random sampling. The sample includes 1069 teachers. 1069 teachers have given their answers to the questions in the scale. The data are analyzed by performing descriptive statistics, t-test and One-Way ANOVA. The teachers' perceptions are compared in terms of variables of tenure, level of education, career ladders and the higher education institute from which the participants graduated. The results of the research shows that the degree at which middle school principals perform their duties related with the supervision of teachers is at a level of "rarely" according to perceptions of middle school teachers. In terms of the variables of tenure, education level, career ladder and the variable of the higher education institution from which the participants graduated, there is a meaningful difference between the perceptions of teachers about the degree at which middle school principals perform their duties related with supervision of teachers.

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### **Introduction**

According to the System Theory, educational organization is an open social system (Bursalioğlu, 2003; Marion, 2002). This system receives some inputs from the environment. These inputs are students, equipments, tools, machines, money, technology and information (Eren, 2001). The resource of the inputs is environment (Hanson, 2003). The organization includes these inputs in the process of change and provides the environment with products (educated and trained students), service, profit or loss, the workers' satisfaction and feedback,

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which can be used by the organization itself and other organizations and entities in the environment (Eren, 2001). The educational organization which exchanges and interacts with the environment by means of input-output and feedback processes is composed of smaller subsystems (Marion, 2002). One of the most prominent subsystem of educational system is control (supervision) subsystem (Bursalioğlu, 2003; Eren, 2001; Gökalp, 2010).

The control subsystem supervises the degree at which the goals of the system are realized, whether the subsystem carries out their duties and it also checks the amount of input that enters the system, the period of processing information and the quality of the products (Taymaz, 2002). According to the results which are found out by means of supervision, the control subsystem provides the system with the information (feedback). Thus, the control subsystem contributes to the fact that the deficiencies are remedied, necessary changes are made and the quality is enhanced. Moreover, control subsystem prevents the organization from losing power and going towards entropy (Morgan, 2007). In the system, in which the control subsystem doesn't exist, there can be a movement (orientation) to disorder, closeness and stagnation and dissipation of power and energy can occur (Kimbrough and Burkett as cited in Aydin, 2005). Hence, the control subsystem is indispensable for all of the organization, including educational organizations.

Just as the control subsystem, which is also named as supervision subsystem (Bursalioğlu, 2003) has vital importance in all of the education systems, it is also prominent in Turkish Education System (Gökalp, 2010). The supervision subsystem supervises and controls whether the people concerned carry out duties, responsibilities, which are determined by legal arrangements such as law, regulations and circulars.

One of the systems which is the greatest in terms of the number of students and the facilities is the middle school system. In Turkey, there are 16.987 middle schools according to the data related to 2013-2014 academic year. Moreover, the middle school subsystem is one of the most important systems because it has extended its institutions into the villages in the vast lands of Turkey and these institutions have been charged with educating the students whose total numbers are around 5.600.000 students (Milli Eğitim Bakanlığı, 2014a). These institutions educate and prepare the students coming from the families who have different viewpoints, cultural features and religious beliefs according to Turkish nation's expectations, the information and abilities which are requisite for adjusting to the conditions of 21st century. The efficient working of such a subsystem can contribute to the fact that the country can be a developed state which has enlightened and well educated population in the future. However, the problems in the working of the subsystem can cause the fact that the student input can't be turned into efficient products and the results which are inappropriate to society's expectations can be produced (Gökalp, 2010).

The most important subsystems in middle school subsystem are school principals, teachers and students (Hanson, 2003). There are 269.759 teachers in the middle schools. These teachers educate more than 5 million students and the efficiency of these teachers determines the efficiency and the success of middle school subsystem (Milli Eğitim Bakanlığı, 2014a). An efficient supervision is needed in order to determine whether the teachers obey and act according to the goals of the national education and whether they use teaching activities efficiently and correctly. It is also needed to ensure goal congruence among the teachers in middle schools all over the country, to monitor the teachers' professional development, to detect the teachers who aren't efficient in their profession and to enable them to have in-service training and become open to change and development. Moreover, the supervision is required to evaluate the performances of the teachers working in the middle school. The

middle school subsystem, in which the teachers aren't supervised or in which they are supervised superficially and insufficiently cause the whole education system to go towards entropy because the other systems such as the secondary education and higher education, which are based on the middle school subsystem don't work properly (Gökalp, 2010). In conclusion, supervising teachers has vital importance for the middle school's efficiency.

According to Taymaz (2002), teacher supervision is defined as the fact that the performances in the teaching activities of the teachers working in an educational institution are monitored, analyzed and evaluated. Teacher supervision is a type of supervision that relates to analyzing and evaluating the teachers' professional competence, their performances, their methods, their competence in applying these methods, the students' level of development and learning. According to Alfonso et al. (1981), teacher supervision is a formally defined behaviour that directly influences the teacher's behaviour in order to enable student learning and realize the organization's objectives. The teacher supervision aims to create a teacher profile who can make good decisions, enable teachers to have professional development, self-discipline and adjust to changes. It also intends to help teachers contribute to the school's efficiency and realization of school's objectives. However, the ultimate aim of this type of supervision is to have developed student behaviour or learning. The teacher supervision contributes to this ultimate purpose by means of its influence on the teacher's behaviour (Alfonso et al., 1981; Nolan & Hoover, 2008).

In teacher supervision, the classroom environment (Knoll, 1987), the teacher's preparation for the teaching, the teacher's interaction and exchange with the students, management of learning environment (Neagley & Evans, 1980), professional specialisation and development, relationship with colleagues (Manat, 1987), self-improvement, relationships with parents and society, the teacher's contribution to the school policy (Stones, 1985), professional portfolios, (Olivia & Pawlas, 2001) are supervised. The most widely used method of data collection in the teacher supervision is observation. The observation approaches employed in teacher supervision are informal observation, formal observation and participant observation (Caruso & Fawcett, 1999). In the teacher supervision, data collection techniques and tools related to quantitative and qualitative observations are utilized. Some of them are categorical frequency tool, performance benchmark tool, visual diagrams, taking notes verbatim (open ended narrative technique), participant open ended observation, observation of student centred learning (Glickman & Gordon, 2004; Sergiovanni & Starratt, 2007). Other data collection tools employed in teacher supervision are printed form, vocal and visual recorders, scales and open ended supervision tool (Olivia & Pawlas, 2001; Knoll, 1987).

In the teacher supervision, which is an important component of supervision subsystem, it is found out that there are some remarkable problems abroad and in Turkey (Blumberg, 1980; Gökalp, 2010; Olivia & Pawlas, 2001). One of the most important problems is related to individual specialisation. The teachers possess sophisticated and developed specialization in terms of their professional development and academic education which they have experienced in the university, their practices and performances. The education that teachers have had in the university make them become professional and expert (Hanson, 2003). The fact that the superiors who carry out the supervision doesn't have education that makes them have more specialization than the teachers reduces the efficiency of the supervision. In educational field, there have been numerous changes and innovations such as changes in the curriculum and technological innovations (Glickman et al., 1998; Sergiovanni, 1971). In order to ensure that the teachers are adapted and accustomed to these rapid changes and substantial increase in information, the officials who are in charge of supervision have to adjust to these changes and information explosion. Nonetheless, it is questionable whether the superiors who carry out

supervision are sufficiently ready and prepared for these changes and whether they can help the teachers adequately (Freyberg Foote, 2005; Gökalp, 2010). In addition, there are important problems related to the realization of supervision duty. The teachers state that the officials who are in charge of supervision supervise them in only one lesson during the whole academic year. Some teachers indicate that they are supervised in only one lesson for 10 minutes and some other say that they aren't supervised at all. Moreover, the teachers think that school principals don't have enough education, knowledge and abilities to carry out teacher supervision (Blumberg, 1980; Olivia & Pawlas, 2001).

In Turkey, teacher supervision had been carried out by education supervisors and school principals until 2014. However, the education supervisors' duty of institution supervision continues but their duty of teacher supervision has been abolished by Regulation on Ministry of National Education Chairmanship of Counselling and Supervision and Chairmanship of Education Supervisors (Milli Eğitim Bakanlığı, 2014b). Regulation on Ministry of National Education Preschool Education and Primary Education Institutions (Milli Eğitim Bakanlığı, 2014c) assigns the duty of teacher supervision to the school principals. Especially, the fact that the supervisor's duty of the teacher supervision was abolished gives the school principals important responsibilities. The degree at which middle school principals perform their duties related to supervising teachers directly influences the school's efficiency. Hence, the school principals' having knowledge and education to realize the duty of teacher supervision efficiently is very important in this process.

In the literature, there are researches related to school principals' duty of teacher supervision. In the research done by Bayraktutan (2011), it is found out that the teachers' perception about the school principals' supervisory abilities is at a low degree. In Öncel's research (2006), it is found out that the school principals' supervisory competence is at a low degree. In Koç's research (2009), it is determined that the school principals don't have objective attitudes towards teachers and they assert themselves. Nonetheless, there isn't a research related to the school principals' carrying out their supervisory duty of teacher supervision after the education supervisors' duty of teacher supervision has been abolished.

It is essential to determine whether the teachers adjust to technological innovations, new education curriculum and legislation related to national education. These necessities can be carried out by teacher supervision. Thus, the teacher supervision is an indispensable subsystem of education. In the period in which important changes and transformations take place, the teacher supervision should be done effectively and efficiently. The efficiency of teacher supervision depends on the fact that the school principals carry out their duties related to the teacher supervision effectively. The education personnel who can evaluate the school principals' level of carrying out their supervisory duties are the teachers who are influenced by the supervision process (Gökalp, 2010). A research on the teacher supervision hasn't been found in the literature after the education supervisors' duty of supervision has been abolished and the duty of supervision has been assigned only to the school principals. Hence, the middle school teachers' perception about the degree at which middle school principals perform their duties related to supervising teachers are analysed. The findings that are found out in the research can contribute to the fact that the teacher supervision in the supervision subsystem can be based on more scientific and modern principles. Moreover, the findings of the research can contribute to improvement and development of teacher supervision. These findings can be used by the institutions that provide the school principals with in-service training and the findings and the results can also contribute to the studies done to make the school principals perform their supervisory duties more effectively.

## **Method**

In this section of the study, information about the research model, study group, data collection and data analysis are given.

### **Design**

In the research, it is aimed to determine the perceptions of middle school teachers working in the middle schools in the central districts of Mersin Province about the degree at which middle school principals perform their duties related to supervising teachers. As the research aims to determine the existing situation as it is, it is a descriptive research. Hence, a general scanning model is used in the research. Scanning models are research models which aim to determine the existing situation as it is (Karasar, 1995). Moreover, the perceptions of middle school teachers working in the middle schools in central districts of Mersin Province about the degree at which middle school principals perform their duties related to supervising teachers are compared in terms of variables of tenure, level of education, career ladders and the higher education institution from which the participants graduated. It is aimed to determine whether there is a significant difference among the teachers' perceptions. The different groups are compared in terms of the variables indicated above. Thus, this research is also a correlational research (Erkuş, 2005).

### **Population and Sample**

The target population of the study includes the teachers working in the public middle schools in the central districts of Mersin Province in 2014-2015 academic year. The sample group of the research consists of 1069 teachers who have been selected from the population by means of simple random sampling.

### **The Research Instruments**

One scale has been used for collecting data. To collect the data related to the perceptions of middle school teachers about the degree at which middle school principals perform their duties of teacher supervision, "The Scale of Teachers' Perceptions about the Degree at Which Elementary Education Supervisors Perform Their Duties Related to Supervising Teachers" which was developed by Gökalp (2010) was used in the study. The scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Never (1) to Always (5). Based on the results of reliability analysis, it is seen that that Cronbach's Alpha for the scale is 0,992.

The participants indicate their perceptions by marking one of the categories, which are "never", "rarely", "sometimes", "often" and "always" placed in the scale. Considering the intervals in the scale are equal (4/5), the bounds of the categories are organized in a way as it is shown below (Olgun, 2005, p. 85)

Categories	Code	Bounds
Never	(1)	1.00-1.80
Rarely	(2)	1.81-2.60
Sometimes	(3)	2.61-3.40
Often	(4)	3.41-4.20
Always	(5)	4.21-5.00

## **Data Analysis**

Firstly, data were analysed in terms of marginal values, missing values, normality and multi-collinearity. In other words, the assumptions of the analyses were tested. Means and standard deviations were computed to determine teachers' perceptions. T-test was applied to determine whether there was a significant difference among the teachers' perceptions in terms of the variable of career ladders. One-Way ANOVA was used to determine whether there was a significant difference among teachers' perceptions in terms of the variables of tenure, level of education and the higher education institution from which the participants graduated. When the significant difference was determined, Tukey HSD Test was performed to determine which groups differed and clarify which groups among the sample in specific had significant differences.

## **Findings**

### ***Participants' Demographic Characteristics***

The participants' demographic characteristics, which are level of education, career ladder, tenure and the higher education institution from which the participants graduated are shown in Table 1.

**Table 1.** Frequencies and Percentages of the Groups Participating in the Research in Terms of Demographic Variables

Variables	Categories	Teachers	
		N	%
Level of Education	Associate Degree	300	28
	Bachelor's Degree	600	56,1
	Master's Degree	169	15,8
Career Ladder	Teacher	797	55,8
	Expert Teacher	272	44,2
	0-5 Year	104	9,7
Tenure	6-10 Year	204	19,1
	11-15 Year	201	18,8
	16-20 Year	282	26,4
	21 Year and Above	278	26
Higher Education Institution	Education Institute	92	8,6
	H. Teacher Education S.	89	8,3
	Education Faculty	511	47,8
	Others	377	35,3
Total		1069	100

In Table 1, it is seen that most of the teachers (56,1%) have Bachelor's degree. In terms of the variable of career ladder, the number of the teachers who have the career ladder of teaching (55,8%) is more than that of the teachers who have the career ladder of expert teaching (44,2%). In terms of the variable of tenure, the number of teachers whose tenure is 16-20 years (26,4%) and 21 year and above (26%) is more than that of other teachers whose tenure is below 16 years. In terms of the variable of higher education institution, the number of teachers who graduated from education faculty (47,8%) is more than that of the teachers who graduated from other institutions.

### ***Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Supervisory Duties Related to Supervising Teachers***

When the teachers' perceptions are considered and the average score (total mean) of the means of the teachers' perceptions about the fact that each of the supervisory duties in teacher supervision is performed is calculated, it is found out that the teachers perceive that the school principals perform supervisory duties related to teaching supervision at a level of "rarely" ( $\bar{X}=2,5708$ ). In other words, middle school teachers think that the school principals don't perform their supervisory duties related to the teacher supervision at a high level and adequately. The table related to this finding is shown below.

**Table 2.** The total mean of the means of the teachers' perceptions about the fact that each of the supervisory duties in teacher supervision is performed and standard deviation

	Teacher		
	N	$\bar{X}$	sd
Total Mean	1069	2,5708	0,92805

### ***Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Supervisory Duties Related to Supervising Teachers in Terms of the Variable of Tenure***

The results of One-Way ANOVA, which is performed to determine whether there is a significant difference among the middle school teachers' perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers in terms of the variable of tenure are shown in Table 3.

**Table-3:** The results of One-Way ANOVA in terms of the variable of tenure

Variable: Tenure	N	$\bar{X}$	sd	F	p	Difference (Tukey HSD)
						1-4;1-5;2-4;2-
(1) 0-5 years	104	2,0440	0,57509	55,702	,000*	5;3-4;3-5
(2) 6-10 years	204	2,1676	0,84578			
(3) 11-15 years	201	2,3134	0,85442			
(4) 16-20 years	282	2,7192	0,87729			
(5) 21 years and more	278	3,0995	0,88920			
Total	1069	2,5708	0,92805			

\*Source of Variation, (Tukey HSD), \* p<.05

In Table 3, it is seen that there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of tenure ( $F:55,702$ ;  $p<.000$ ). It is found out that the teachers who have tenures between 0-5 years ( $\bar{X}=2,0440$ ), 6-10 years ( $\bar{X}=2,1676$ ) and 11-15 years ( $\bar{X}=2,3134$ ) have the perception that middle school principals perform their supervisory duties related with supervision of teachers at a level of "rarely" while the teachers who have tenures between 16-20 years ( $\bar{X}=2,7192$ ) and whose tenures are

21 years or more than 21 years ( $\bar{X} = 3,0995$ ) have the perception that middle school principals perform their supervisory duties related with supervision of teachers at a level of "sometimes". Considering the mean values, it can be said that the more the teachers' tenures increase, the more the teachers have the perception that the school principals perform their supervisory duties related to the teacher supervision at a higher level. Tukey HSD Test was performed to determine which groups of teachers differ and clarify which groups of teachers among the sample in specific have significant differences. The results of Tukey HSD test establishes that the groups of the teachers whose tenures between 16-20 years and whose tenures are 21 years and more than 21 years differ and have significant differences. In other words, teachers whose tenures between 16-20 years and whose tenures are 21 years and more than 21 years cause the source of variance. Considering these findings, it can be said that the teachers whose tenures are 16 years and more than 16 years have the perception that school principals perform their supervisory duties related to teacher supervision at a higher degree compared to the teachers whose tenures are lower than 16 years.

#### ***Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Supervisory Duties Related to Supervising Teachers in Terms of the Variable of Higher Education Institution***

The results of one way variance analysis, which is performed to determine whether there is a significant difference among the middle school teachers' perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers in terms of the variable of higher education institution from which the participants graduated are shown in Table 4.

**Table-4:** The results of One-Way ANOVA in terms of the variable of higher education institution from which the participants graduated

Variable: Higher Education Institution	N	$\bar{X}$	sd	F	p	Difference (Tukey HSD)
(1) Education Institute	92	2,8747	0,10422	56,482	,000*	1-2; 1-3; 1-4
(2) H. Teacher Education	89	3,2953	0,57418			
(3) Education Faculty	511	2,2408	0,89562			
(4) Others	377	2,7730	0,97097			
Total	1069	2,5708	0,92805			

\*Source of Variation, (Tukey HSD), \* p<.05

In Table 4, it is seen that there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with the supervision of teachers in terms of the variable of higher education institution from which the teachers graduated ( $F: 56,482$ ;  $p < .000$ ). It is found out that the teachers who graduated from education institute ( $\bar{X} = 2,8747$ ), higher teacher education school ( $\bar{X} = 3,2953$ ) and other university departments ( $\bar{X} = 2,7730$ ) have the perception that middle school principals perform their supervisory duties related with the supervision of teachers at a level of "sometimes" while the teachers who graduated from education faculty ( $\bar{X} = 2,2408$ ) have the perception that middle school principals perform their supervisory duties related with the supervision of teachers at a level of "rarely". The results of Tukey HSD test establishes that the groups of the teachers who graduated from education institute, higher teacher education

school and other university departments differ and have significant differences. In other words, the teachers who graduated from education institute, higher teacher training and other university departments cause the source of variance. Considering these findings, it can be said that the teachers who graduated from education faculty have the perception that school principals perform their supervisory duties related to teacher supervision at a lower degree compared to the teachers who graduated from education institute, higher teacher education school and other university departments.

***Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Supervisory Duties Related to Supervising Teachers in Terms of the Variable of Level of Education***

The results of One-Way ANOVA, which is performed to determine whether there is a significant difference among the middle school teachers' perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers in terms of the variable of level of education are shown in Table 5.

**Table-5:** The results of One-Way ANOVA in terms of the variable of level of education

Variable: Level of Education	N	$\bar{X}$	sd	F	p	Difference (Tukey HSD)
(1) Associate Degree	300	3,0816	0,45949	132,684	,000*	1-3; 2-3
(2) Bachelor's Degree	600	2,8598	1,01438			
(3) Master's Degree	169	2,1043	0,75269			
Total	1069	2,5708	0,92805			

\*Source of Variation, (Tukey HSD), \* p<.05

In Table 5, it is seen that there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of level of education ( $F:132,684$ ;  $p<.000$ ). It is found out that the teachers who have associate degree ( $\bar{X}=3,0816$ ) and bachelor's degree ( $\bar{X}=2,8598$ ) have the perception that the school principals perform their supervisory duties related to teacher supervision at a level of "sometimes" while the teachers who have master's degree ( $\bar{X}=2,1043$ ) have the perception that the school principals perform their supervisory duties related to teacher supervision at a level of "rarely". Considering the mean values, it is determined that the more the teachers' level of education increases, the more the teachers have the perception that the school principals perform their supervisory duties related to teacher supervision at a level of "rarely". The results of Tukey HSD test establishes that the groups of the teachers who have associate degree and bachelor's degree differ and have significant differences. In other words, the teachers who have associate degree and bachelor's degree cause the source of variance. Considering these findings, it can be said that the teachers who have associate degree and bachelor's degree perceive that the school principals perform their supervisory duties related to teacher supervision at a higher degree than the teachers who have master's degree.

**Middle School Teachers' Perceptions about the Degree at Which Middle School Principals Perform Their Supervisory Duties Related to Supervising Teachers in Terms of the Variable of Level of Career Ladder**

The results of the t-test, which is performed to determine whether there is a significant difference among the middle school teachers' perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers in terms of the variable of career ladder are shown in Table 6.

**Table-6:** t-test results in terms of the variable of career ladder

Variable: Career Ladder	N	$\bar{X}$	Sd	t	p
Teacher	797	2,7150	1,01635	5,797	,000*
Expert Teacher	272	2,3886	0,76565		

\*p<0,01

In Table 6, it is seen that there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of career ladder ( $t: 5,797$ ;  $p<.000$ ). The mean value of the teachers' perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers is ( $\bar{X}=2,7150$ ) and the mean value of the expert teachers' perceptions is ( $\bar{X}=2,3886$ ). Accordingly, there is a significant difference between the perceptions of the teachers and those of expert teachers. The teachers' perceptions cause the difference. The teachers perceive that school principals perform their supervisory duties related to teacher supervision at a level of "sometimes" while the expert teachers perceive it at a level of "rarely". In other words, the teachers perceive that the school principals perform their supervisory duties related to teacher supervision at a higher degree than the expert teachers.

### **Conclusion and Discussion**

In this study, it is found out that the teachers perceive that the school principals perform supervisory duties related to teaching supervision at a level of "rarely" ( $\bar{X}=2,5708$ ), which means that the school principals don't perform their supervisory duties in the teacher supervision at a high level. This finding of the research is similar to the findings of the researches performed abroad. In these related researches, it was determined that the teachers think that their superiors aren't proficient enough to perform their supervisory duties (Fitz-Gibbon & Stephenson-Forster, 1999; Jones, 1992; Ouston & Fidler, 1997). Moreover, this finding of the research is similar to the findings of some of the researches conducted in Turkey. For example, Bayraktutan (2011) finds out that elementary school teachers' perceptions about the school principals' proficiency in supervision is at a level of "little". Furthermore, this finding of the research overlaps with the findings of the research performed by Öncel (2006,) and Maden (2008). In Öncel's research (2006), it is found out that the school principals' supervisory proficiency is at a low level. Similarly, Maden (2008) determines that the school principals don't perform their duties related to supervision and evaluation regularly. Based on the findings of the research, it can be said that the middle school principals don't perform their supervisory duties related to the teacher supervision adequately and this is because the middle school principals may not have had education or training in supervision and they may not have improved their skills and abilities related to supervision. As Taşdan (as

cited in Bayraktutan, 2011) indicated, the increase in the school principals' administrative responsibilities and duties may have influenced their performing efficient supervision negatively.

According to the findings, there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of tenure. The findings show that the more the teachers' tenures increase, the more the teachers have the perception that the school principals perform their supervisory duties related to teacher supervision at a higher level. This finding is similar to the findings of the research performed by Glatthorn (1997). Glatthorn (1997) finds out that the teachers' expectations from the supervision change according to their tenures and he determines that the beginning teachers, whose have low tenure and whose work experience is lower than 5 years need intensive support of clinical supervision while the more experienced teachers need a type of supervision which can help them cope with their individual specific needs. Consequently, as the teachers have different expectations form supervision according to tenure, their perceptions about the degree at which middle school principals perform their supervisory duties related to supervising teachers can differ. The finding of the research is also supported by the findings of the research conducted by Dündar (2006). Dündar (2006) finds out that there is a significant relationship between the teachers' tenures and their attitudes towards supervision and the teachers having tenures more than 16 years have more positive attitudes towards supervision. He also determines that the more the teachers' tenures increase, the more their attitudes towards supervision increase positively. In conclusion, it can be said that the teachers' tenures may have influenced their perceptions about the supervision in this research.

According to the findings, there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of higher education institution from which the teachers graduated. The teachers who graduated from education institute, higher teacher education school and other university departments have a perception that middle school principals perform their supervisory duties related with supervision of teachers at a higher level in comparison with the teachers who graduated from education faculty. This finding is also supported by the findings of the research conducted by Ateş (2007). In Ateş's (2007) research, it is found out that there is a significant difference between the teachers graduating from education faculty and the teachers graduating from other institutions in terms of realization of the teachers' expectations from supervision process and it is also determined that the realization level of expectations of the teachers graduating from education faculty is less than the realization level of the expectations of the teachers graduating from other institutions. Furthermore, Memişoğlu (2001) finds out that the teachers graduating from higher teacher education and education institute have more positive attitudes towards supervision than the teachers graduating from education faculty. The teachers graduating from education faculty have education that lasts more than the teachers graduating from education institute and higher teacher education school and they have training in educational sciences more than other teachers. Thus, it can be said that the teachers graduating from education faculty have more knowledge, abilities and background than the teachers graduating from other institutions and this can influence their perception about the school principals' performing supervisory duties.

The findings show that there is a significant difference among the perceptions of teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of level of education. According to the

findings, the more the teachers' level of education increases, the less the teachers have the perception that the school principals perform their supervisory duties sufficiently. This finding overlaps with the related researches (Beach & Reinhartz, 1989; Blumberg, 1980; Freyberg Foote, 2005). Blumberg (1980) states that there is a cold war between teachers and the officials performing supervision and the teachers' negative attitude towards supervision can increase with the increase in their education level. The finding of the research is also supported by the findings of the researches conducted by Ateş (2007) and Öncel (2006). In Ateş's (2007) research, it is found out that the teachers having associate degree think that their expectations about supervision process are met more than the teachers graduating from other institutions. Öncel (2006) finds out that the teachers having master's degree have higher expectations about the fact that the school principals carry out their supervisory roles and have supervisory proficiencies than the other teachers and the teachers having master's degree think that the school principals don't carry out their supervisory roles and have supervisory proficiencies more than the teachers having associate degree and bachelor's degree. It can be said that this difference can result from the period of training they experienced and the teachers having master's degree can have more knowledge and abilities related to education than other teachers, thus they may have found the supervision performed by school principals insufficient. Seeing themselves expert in their branch due to their education level, these teachers may think that they are more knowledgeable than the school principals.

In this study, it is found out that there is a significant difference between the perceptions of the teachers and the perceptions of expert teachers about the degree at which middle school principals perform their supervisory duties related with supervision of teachers in terms of the variable of career ladder. It is determined that expert teachers perceive that the school principals perform their supervisory duties related to teacher supervision at a lower degree than the other teachers. This finding is supported by the findings of the researches performed by Gökalp (2010) and Phillips (1985). Gökalp (2010) found out that the teachers whose statues are defined as "Expert Teacher" have the perception that officials who are charged with the duty of supervision perform their assignments related with supervision of teachers at a lower degree than the teachers whose statues are defined as "Teacher". Moreover, Phillips (1985) finds out that the school principals supervising teachers don't have enough training in supervision and thus, they have problems with the teachers, especially with ones who specialize in their branch when they supervised them. Furthermore, as Glickman et al. (1998) states, all the teachers don't have the same teaching experience, knowledge and careers and they may need different types of supervision which depends on their specific and individual circumstances; therefore, they may need developmental supervision or differentiated supervision. It can be said that the fact that the school principals don't have enough in-service and pre-service training prevents them from doing supervisory duties effectively. It can also be said that the expert teachers can understand the efficiency of supervision activities more easily by means of their experience and level of knowledge than the teachers. Due to the reasons indicated above, the expert teachers' perceptions about the degree at which middle school principals perform their supervisory duties related with supervision of teachers can be lower than the other teachers.

Our findings provide important guidelines for the school principals and also for the top level executives who have the responsibility of decision making in the process of selecting and training school managers. The school principals should have master's degree in educational administration and supervision. The school principals should even have doctorate in educational administration and supervision. The school principals should have in-service training in teacher supervision, methods, techniques and instruments of teacher supervision.

In addition to the generalization made based on the findings, there are also some limitations related to the research. This research is only conducted on the teachers working in middle schools in Mersin Province. The researches that will be conducted on the teachers working in other provinces will be beneficial as they will provide more complete and healthy results. The researchers can study the factors that prevent the school principals from performing teacher supervision more effectively. Moreover, the researchers can conduct a research on the school principals' viewpoints about the degree of their carrying out supervisory duties related to teacher supervision. It can also be suggested that the applications of teacher supervision in Turkey can be compared with the applications of teacher supervision in other countries.

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